

The American Observer

A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends.—James Monroe

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NOVEMBER 7, 1949

Reply to Carol

By Walter E. Myer

THE following letter recently came to us from Carol Gauss of Cicero, Illinois:

"I have just finished reading 'Soviet Atomic Bomb' in the October 10 issue of *The American Observer*, and the least I can say is that it has made me hopping mad. Russia comes up with a weapon as deadly as the atom bomb, and what do our leaders do? They appropriate a billion dollars to arm Western Europe with outdated guns and equipment. Why can't they approach this problem from a positive point of view and try to reach an agreement with the Soviet Union?

"It makes me pretty sick to think of living in a filthy subway or bomb shelter for years, constantly waiting for the sound of planes to drop bombs on me. Or to think of my family and friends dying from sickness and injury, as people all over Europe did during the last war.

"If our future holds only the darkness and evils of another war, why should students study so hard in high school and college trying to make something of their lives? I think that it's up to our leaders to show Russia that we don't want war instead of devoting all their efforts to preparing for one."

One cannot but sympathize with Carol's feelings on this subject. All of us dislike living in the awesome shadow of an atomic war; of seeing nations, including our own, preparing for the possibility of mass slaughter and mass destruction of property, culture, and everything else we value in modern civilization.

But we cannot combat war by the simple technique of ignoring its threat. We hate fire when it causes tragic deaths and suffering and loss of property. Nevertheless, until people cease being careless, it would be foolish and ruinous to do away with fire departments and all our firefighting equipment.

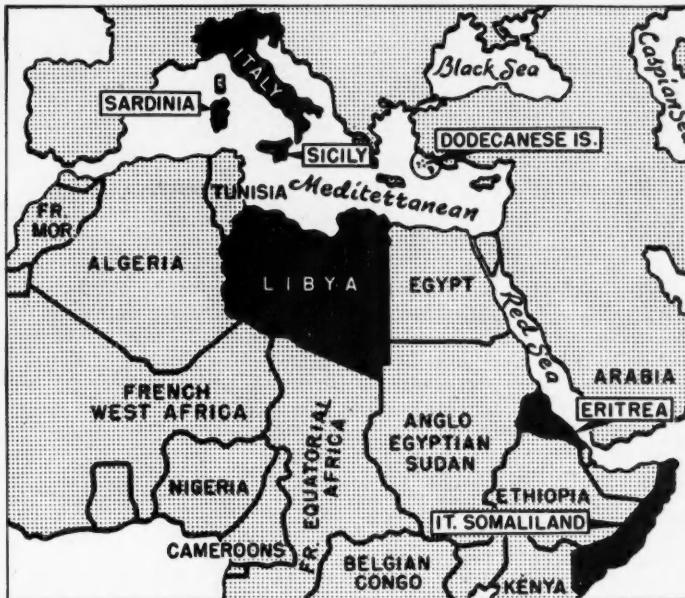
We hate crime and ardently wish that people would not murder and steal and commit other vicious acts. But so long as criminals exist, no one would seriously suggest abolishing our police departments.

The same is true of war. We wish and pray with all our hearts that the world will never again know the terrors of war. Until the leaders of all powerful nations are willing to cooperate in a truly effective peace program, however, it might prove suicidal for us to have a military machine second to any other on earth.

At the same time, we should do everything within our power to build a permanent peace. We should talk peace, work for peace, sacrifice for peace.

Our government has, for many months, urged the adoption of a plan to permit the United Nations to control all atomic activities everywhere in the world. Each nation, in order for such a plan to be successful, would have to allow con-

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FORMER ITALIAN COLONIES. The Dodecanese Islands have been given to Greece, but the United Nations General Assembly is trying to decide what to do with the other territories. It is hoped that a decision can soon be reached.

A Colonial Problem

UN General Assembly Is Once More Trying to Work Out Plan for Governing Libya, Eritrea, and Italian Somaliland

THE question of what to do with Italy's former colonies—one of the main problems before the United Nations General Assembly this fall—directly involves the future of about 3 million people. The inhabitants of Libya, Eritrea, and Italian Somaliland have been waiting since 1945 to learn what kind of permanent arrangements are to be made for governing their territories.

When Italy was defeated in World War II, it was widely felt that her territorial possessions in Africa and the Mediterranean region should be taken from her. Albania and Ethiopia, which she had seized in the 1930's, were freed. The Dodecanese Islands, which had been under Italian control for a number of years, were turned over to Greece. The remainder of Italy's empire—the African lands of Libya, Eritrea, and Somaliland—presented complicated problems that have not yet been solved.

The peace treaty between Italy and the World War II victors left the fate of these three colonies in the hands of Britain, France, Russia, and the United States. It provided, however, that the problem was to be turned over to the UN General Assembly if the "Big Four" had not reached an agreement by September 1948. Then whatever solution the Assembly might arrange was to be regarded as final.

Because the Big Four did fail to reach an agreement, the problem was taken up by the UN General Assembly last spring. Several plans were presented at that time, but none received the two-thirds vote necessary for As-

sembly approval. The future of the colonies, therefore, is still before the United Nations and is being discussed at the General Assembly's present New York session.

As we go to press, it remains to be seen what the Assembly will decide. Various proposals are under consideration. Before examining them, however, let us look briefly at the African colonies themselves.

Eritrea was brought under Italian control during the latter part of the 19th century. This colony, which borders on the Red Sea, contains about as much land as does Pennsylvania. It has approximately a million inhabitants, including large numbers of Arab farmers and herdsmen.

Eritrea's coastal region is hot and malarial, but mountains in the interior have a pleasant climate. The soil of the entire area is poor, and irrigation is needed in most sections.

Italian Somaliland, like Eritrea, is in eastern Africa. It lies on the hump which extends out toward the Arabian Sea. In area, the colony is about equal to Utah and Nevada combined. So much of Somaliland's territory consists of rocky desert that the National Geographic Society refers to it as "an expanse of nothing in particular." Italy's first foothold in this region was obtained in 1889.

There are a few Europeans in Italian Somaliland, but most of the colony's one million inhabitants are native peoples, including Arab and Negro. Farming and livestock raising are the chief occupations. Many of

(Concluded on page 6)

America Looks At Its Schools

Education Week Is Observed Throughout Nation with Special Ceremonies

PARENTS all over the land will be visiting schools between November 6 and 12 in observance of American Education Week. They will "sit in" on classes, witness special displays and exhibits, and inspect the school buildings and equipment in their communities.

The purpose of American Education Week is to provide a time for reviewing the aims and achievements of the schools and for finding out their problems and needs. Every effort is made to give the average citizen a better understanding of the work that the schools are doing.

The first observance of the week came in 1921 as a result of conditions revealed by World War I. At that time it was found that 25 per cent of the young men drafted in this country could not read or write. That situation caused the American Legion, the National Education Association, and the U. S. Office of Education to sponsor a special week to arouse the public to the need for more and improved schools.

These three organizations have continued to sponsor American Education Week. In 1938 the National Congress of Parents and Teachers became a fourth group to back the yearly observance. The efforts of the sponsoring organizations, it is agreed, have made the average citizen much more aware of the work of the schools than he otherwise would be. Yet there are still many citizens whose interest must be aroused if educational standards and achievements are going to move toward still higher goals.

As Americans visit their local schools this week, they will find much of which they can be proud. At the same time, they will find certain defects that are crying for correction. Since schools vary a great deal

(Concluded on page 2)



YOUNG AMERICANS. By earnest study they are preparing for citizenship.

Our Nation Celebrates American Education Week

(Concluded from page 1)

throughout the country, no one citizen is going to get a clear picture of the U. S. educational system as a whole. However, if he were to compare notes with people in other parts of the country, here are some of the facts that might emerge:

(1) Most schools are more crowded than ever before, especially in the lower grades. In many communities, pupils are attending only half a day in order that the building may be used for two "shifts."

Many new schools are being built. It is expected that close to 700 million dollars will be spent this year on construction of school buildings, yet that vast sum falls almost 50 per cent short of what will be needed every year for the next decade if we are to have adequate space for the increasing school population.

(2) Thousands of classroom teachers are getting more pay than they did a few years ago. However, salary scales are still not high enough to attract a sufficient number of young people into the profession.

About 100,000 new elementary school teachers are needed each year, but teachers' colleges are turning out only about 20,000. As a result, teaching standards are being lowered in some areas, and instruction is generally not of a high quality in these regions.

(3) Public interest in the schools today is greater than it was in the past. For example, there has been a rapid growth in recent years of parent-teacher organizations so that today there are more than 31,000 local units with nearly 6 million members. These groups are helping to bridge the gap that too often exists between the school and the community.

At the same time there are many communities where such organizations do not exist or are poorly attended, and where public interest in the schools is

at a low ebb. It is in such towns and cities that school standards are often low.

It is with knowledge of this mixture of strengths and weaknesses of the U. S. school system that the sponsors of American Education Week have drawn up their program this year.

The general theme for the week is "Making Democracy Work." Emphasis is being placed on what the schools must do if we Americans are to safeguard our basic principles against the threats of communism and fascism, and if we are to brighten the flame of democracy both at home and throughout the world.

The sponsors of American Education Week say that we cannot sit back and declare our job finished, now that we have become the strongest and most powerful democracy on the globe. The youth of the nation must be educated in the ways of democracy and must be taught the duties and responsibilities of American citizenship as well as its rights and privileges. The improvement of the schools, it is said, is the best way to assure a strong, healthy nation—it is the key to "making democracy work."

In addition to the general theme for American Education Week, seven special topics have been chosen, one for each day in the week. The following paragraphs briefly discuss these daily topics and describe what schools are doing about them.

The Worth of the Individual. America has long been known as a land that places special worth on the individual and tries to recognize his needs, interests, and abilities. For example, in World War II, military men of other countries were frequently amazed at the value which Americans placed on a single human life. Our own fighting forces went to far greater lengths than some foreign armies to assure the safety of the individual soldier.

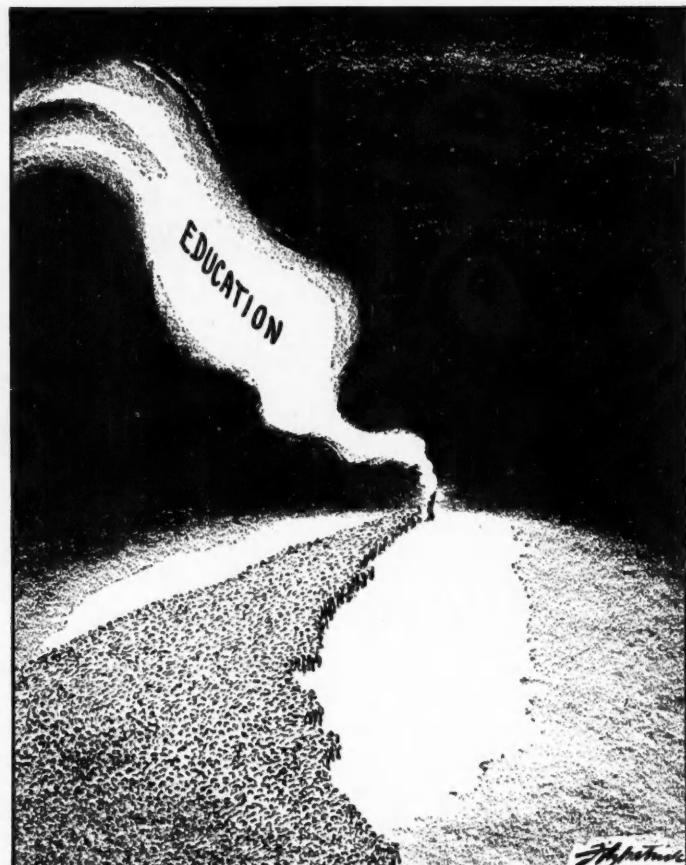
In our schools we are trying to adapt methods and programs to individual needs. Special classes and facilities are made available for the handicapped in many communities. We want every young person to have an education that is suited to his personal needs and interests. In crowded schools, this goal is difficult to attain, but it is one upon which great emphasis is placed by American educators.

Educational Opportunity. Our country has sought to provide widespread educational opportunities, and it has achieved an enviable record in this respect. Nonetheless, much remains to be done.

For example, at least 2 million youths are receiving inadequate instruction today because of the scarcity of qualified teachers. About 4 million youths of school age have discontinued their education and gone to work. Some communities cannot provide high schools. These are defects which good American citizens are trying to correct.

Responsible Citizenship. In the 1948 Presidential election about 93 million Americans were eligible to vote, but less than 50 million did so. This is a sad example of the value that many Americans place on their citizenship.

Studies have shown that people with good educational backgrounds are



FITZPATRICK IN ST. LOUIS POST DISPATCH

EDUCATION is the torch that lights the way to democracy

more likely to vote than are persons with little schooling. Certainly the schools have done a great deal to make good citizens, but the figures on the 1948 voters plainly indicate that the schools must make an even greater effort than previously to teach the duties and responsibilities of citizenship.

Health and Safety. One of the most important tasks of the schools is to promote health and safety. They are trying to raise health standards through regular physical examinations, special courses, and such projects as the school-lunch program.

Safety education has had special emphasis in recent years. Figures on the accidental death rate of school students show that the program is effective. The rate dropped by about 20 per cent during the period between 1930 and 1946.

Home and Community Obligations. In 1946 there was about one divorce to every four marriages in the United States. The high divorce rate in this country is causing schools to put increased emphasis on family-life education, for the well-being of the community unquestionably depends on the physical, mental, and spiritual health of its families.

Other problems, as, for example, that of juvenile delinquency, can be solved to a large degree through the cooperation of the community and the schools.

Freedom and Security. Every American cherishes his freedoms—the right to express himself freely on political matters, the right to worship as he pleases, the right to engage in any kind of lawful work. Through patriotic observances and instruction, the

schools play a major part in safeguarding these freedoms.

There are two competing ideas in the world today that have been in conflict with each other for a long period of time. One is that a small group of leaders can run a country better than the people as a whole can. The other is that decisions reached by a majority of people are, for the most part, wiser, fairer, and safer than those made by a few self-chosen leaders. Our democratic society is based on the second idea, and the nation's schools have contributed greatly to making our form of government the success it has been.

Next Decade in Education. If our educational standards are not to drop, the American people must solve some pressing problems in the next 10 years. By 1959 it is estimated that school enrollment will call for hundreds of new school buildings and for some 200,000 more teachers than at present.

To meet this crisis, the American schools must have the support of every citizen. Without that support, the schools will not be able to carry out the job that faces them.



ANTICIPATED growth in the school population

The Military Air Transport Service of the United States recently established a European branch of its Air Rescue Service. The job of the ARS is to search for and rescue military and civilian airmen and planes. ARS flights use 5 types of aircraft in their work—long range lifeboat carriers, amphibians, transport aircraft, helicopters, and liaison aircraft. Parachute-rescue teams are attached to most of the flights.

Readers Say—

In THE AMERICAN OBSERVER for October 10, it was pointed out that high school students often help their communities raise money for the local Community Chest. In our town, a number of high school students are already taking part in this year's campaign for funds. They are members of a Junior Speaker's Board, which assigns young people to make appeals before local groups.

LOIS STUBER,
Ridgewood, New Jersey

* * *

I favor giving as much aid as possible to Great Britain. The British need many industrial and agricultural products from the United States but are woefully short of dollars.

In my opinion, however, our assistance, by itself, will not help the British to solve all their economic problems. Conditions will improve in Britain only when that country modernizes its industries and increases its output to an even greater extent than it has done in the last few years.

GAIL BLACKBURN,
New Goshen, Indiana

* * *

The United States should not stop giving assistance to Greece just because the Athens government has apparently defeated the Communist-led rebels. The Greek civil war has been going on for a number of years and it has caused a great deal of destruction. The people of Greece need homes, hospitals, roads, and an expansion of industry and agriculture. The money for these projects should be provided by our government.

RONNIE MADDOX,
Newell, Iowa

(Editor's Note: American financial assistance to Greece for another year was voted by Congress during the recent session.)



A reader recently wrote that parents try too hard to shield their children from the world. I disagree. There are many pitfalls in life and parents should protect the young as much as possible. I believe that most parents have an excellent understanding of their children's problems.

RENATE KNAEBEL,
Chadwick, New York

* * *

The people of the Philippines are very grateful to the United States for having liberated them from Japanese tyranny during World War II. In Bacolod City, the capital of the province of Negros Occidental, a monument has been erected in honor of Theodore Vinther, the first American soldier to die during the fighting on Negros Island.

While American troops were stationed here, they were friendly, easygoing, and carefree. They made many friends among the Filipinos, thus improving the relations between the United States and the Philippine Republic.

HIMAYA Y RAFAEL,
Bacolod City, Negros,
Philippine Islands

* * *

I predict that England will become part of the United States within the next five years. The British have been steadily declining in wealth and power and would benefit from association with our country. If I am not badly mistaken, England will be admitted as a territory or as the 49th state.

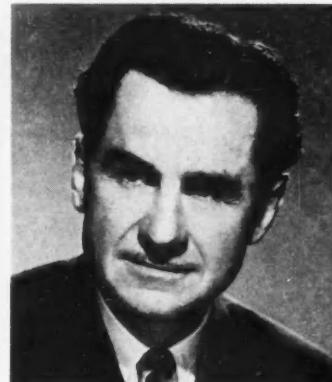
JERRY MURTAUGH,
Wisconsin Rapids,
Wisconsin

* * *

(Correspondence from our readers and from foreign students may be addressed to Letter Column, THE AMERICAN OBSERVER, 1733 K Street, N. W., Washington 6, D. C.)



Edward R. Murrow



Lowell Thomas



Fulton Lewis, Jr.

Six Popular Radio News Analysts

They Play Vital Role in Shaping U. S. Public Opinion

In the following paragraphs, we briefly discuss six well-known radio commentators.

Elmer Davis. Ever since he began broadcasting before the war, Elmer Davis has had a reputation of being an able, thorough news analyst. He reports the events in a clear and forthright manner. In discussing the news, he injects his personal views whenever he feels this is desirable.

Davis was a newspaperman and magazine writer before he entered the field of radio. For a number of years, he was one of the star reporters of the *New York Times* and has written a history of that paper. During a good part of the war, Davis was head of the Office of War Information, which provided the press and radio with news about the role the United States was playing in the conflict.

Davis' broadcasts may be heard on the American Broadcasting Company network Monday through Friday.

Edward Murrow. One of the few radio news commentators who did not first work on a newspaper, Edward Murrow is considered a top-flight interpreter of the day's happenings both at home and abroad. He often expresses his personal opinion on controversial issues, but he always makes clear to his audience when he is giving his own views.

Murrow was born in North Carolina, but attended college in the state of Washington. He joined the Columbia Broadcasting System in 1935, after working with organizations in the field of education.

During the recent war, Murrow broadcast for several years from London, where his description of Germany's air raids of the British capital won him a wide audience in this coun-

try. Murrow was, for a time, a vice-president of CBS, but he gave up the job to go back to broadcasting the news. Murrow's program is heard over the CBS network Monday through Friday.

Charles Collingwood. In addition to being the White House correspondent of the Columbia Broadcasting System, Charles Collingwood presents a 15-minute program every Sunday afternoon on both national and international affairs.

In commenting on political problems, Collingwood is calm and reasonable in his viewpoint. He gives a clear explanation of the subject under discussion and frequently presents the historical background of important political questions.

Collingwood first began broadcasting in 1941, when he was only 24. He was employed by CBS in that year to report the news from London, but he moved to North Africa after our troops landed there in the fall of 1942. He won an award in 1943 for his outstanding news reports on the North African battle scenes.

Fulton Lewis, Jr. Few radio news analysts arouse such bitter controversy as does Fulton Lewis, Jr. Admired by many, he is intensely disliked by others.

One writer described Fulton Lewis, Jr., as "almost always anti-Washington." Through the years he has been an outspoken opponent of the Democratic administration. However, he denies that he is always in accord with Republican ideas.

Lewis concentrates almost entirely on national affairs (price control, public housing, labor relations, and so on). His appeals to listeners to write their congressmen on some controver-

sial question have, on several occasions, flooded Washington with letters.

Fans enjoy his annual Christmas broadcasts when his wife and two children join him.

Lowell Thomas. Author, lecturer, adventurer, Lowell Thomas is perhaps the most widely known of all news commentators. On the air since 1930, he is now heard over CBS.

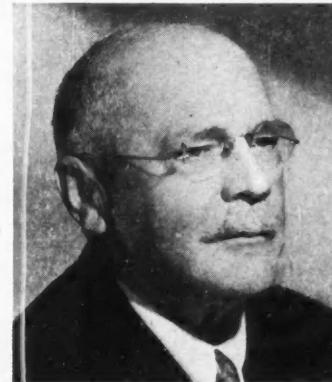
Audiences like Lowell Thomas for the "human interest" touches he brings into his broadcasts. He often throws in minor but interesting items that are overlooked by other commentators. He is factual in presenting the news, and usually avoids taking sides.

Far from leading a routine life, Lowell Thomas has made it a practice to get firsthand the news he reports. His travels have taken him to the sub-Arctic, to Palestine, Arabia, India, Japan, Alaska, and elsewhere. He recently was injured while making a perilous trip on horseback over the Himalaya mountains into Tibet.

H. V. Kaltenborn. The "dean of commentators," H. V. Kaltenborn has been heard on the air ever since 1922 when he began broadcasting as radio's first news analyst. He has reported, and given his interpretation of, the major news events of our time. He has made some spectacular broadcasts from battlefronts in time of war.

While Kaltenborn is, for the most part, concerned with presenting facts clearly and vividly, he also frequently expresses his opinion on controversial issues. His critics accuse him of being headstrong and hasty in his opinions. His supporters reply that "he has been right more than he has been wrong."

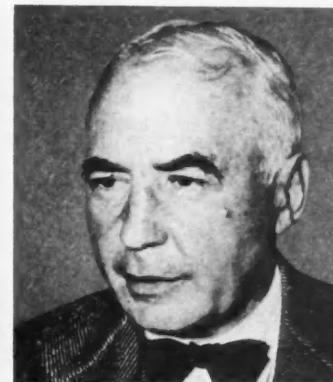
Kaltenborn goes before the microphone without a written script.



H. V. Kaltenborn



Charles Collingwood



Elmer Davis

The Story of the Week

Expensive Warfare

Industrial warfare is a costly proposition. Owners of businesses and industries, as well as workers, know this only too well. Nevertheless, both groups feel the necessity of "fighting it out" at times in order to obtain what they consider to be a fair deal.

When, late in September, management and labor in the coal and steel industries were unable to settle their differences at a conference table and decided to engage in a "war of lost wages and profits," they knew the tremendous price which had to be paid as a result of their decision. Union leaders knew that the approximately 500,000 organized steel workers would lose about 30 million dollars a week in wages. Owners knew that their steel companies as a whole would lose millions of dollars in orders every day the plants were closed down.

Coal mine owners and workers began their conflict with the same knowledge. John L. Lewis knew that about 400,000 miners would lose 6 million dollars a day in wages during the strike, and the mine owners anticipated a loss in profits of 1½ million dollars each day.

The conflicting industrial groups also realized that the nation as a whole would pay dearly for their inability to reach an agreement through peaceful negotiation. They knew that, as steel and coal supplies dwindled, factories, railways, and other enterprises would have to cut down or stop their operations, throwing large numbers of people out of work and causing widespread economic hardship.



MITCHELL FROM BLACK STAR
AT 15,000 FEET along the central highway of Peru, Cars climbing this Andes mountain route must stop often to cool their radiators.

outcome of the coal and steel strikes will be. The basic problems brought to the fore by the stoppages, however, are certain to be debated hotly by Congress when it meets again in January.

"Best Teacher" Contest

The Quiz Kids program is once again conducting its annual "Best Teacher Contest." This year the judges will select two teachers as the prize-winners. In previous years, only one was chosen.

"The Best Teacher of 1950" will receive \$2,000 in cash and will appear on one of the Quiz Kids radio programs. He (or she) will spend a week in Chicago, with all expenses paid by the sponsors of the show. The sponsors will also pay for all the cash awards to be made in connection with the contest.

"The Most Promising Teacher of 1950" will likewise receive \$2,000 as his (or her) award and will be chosen from among the younger teachers whose names are submitted. The money given to "The Most Promising Teacher" must be used for graduate study at a college or university.

All elementary and high school students are eligible to participate in the contest. In their letters discussing "The Teacher Who Has Helped Me the Most," they may write about a teacher they now have or one they had in the past. If a former teacher is selected, he (or she) must be practicing his profession at the present time.

The two students whose letters win the Quiz Kids contest will themselves receive \$1,000 each in U. S. savings bonds. Ten-dollar prizes will go to each of the students writing the 50 next-best letters.

The deadline for the contest is December 18, 1949. All entries must be postmarked before midnight of that date and mailed to: Quiz Kids "Best Teacher Contest," P. O. Box Y, Chicago 77, Illinois.

Rugby Season Ending

The rugby season is about to end in Great Britain, South Africa, and other countries where the sport is popular. Unlike football, rugby games are held

Africa. The winner usually takes part in matches against prominent teams from New Zealand, where rugby is also a popular sport.

Chinese Communists

While the United States and other countries study the question of recognizing the recently formed Communist government in China, the Communists in that nation continue to conquer new territory and to consolidate their position in the areas already under their control. In recent weeks, they have taken over Canton, the former Chinese Nationalist capital, and Amoy, the big port that faces the island of Formosa.

Chiang Kai-shek and the remaining Nationalist troops are located on Formosa. They will presumably make a last ditch stand there if the Communists should decide to invade the island.

During the past 6 months, the Communist armies have increased the area under their control in China from 1¼ million square miles to 2½ million square miles. The population under their sway has risen from 200 million to 338 million.

The Communists, it is reported, are beginning to come up against an important administrative problem in many of the cities they have conquered. They seem to lack officials capable of running the local government machinery. As a result of the scarcity of adequately trained administrators, some minor Nationalist officials have been kept at their jobs in Shanghai and other Communist-held cities, but they are being constantly watched by their Communist overlords.

"Everybody Does It"

If you were ever paralyzed with stage fright you will appreciate Paul Douglas' situation in "Everybody Does It," a new comedy film with Linda Darnell, Celeste Holm, and Charles Coburn.

Paul Douglas plays the part of a businessman whose wife wants to become a concert singer. In trying to dissuade her, he discovers that he himself has an outstanding baritone voice. He goes on tour, but his career comes to an abrupt end when he develops a bad case of stage fright on opening night. All ends happily when his wife



WIDE WORLD
MEET "HOMARUS AMERICANUS," the scientific name for this oversized lobster caught off eastern Canada. He's one of thousands shipped each year to New York and Boston restaurants.

The latest industrial strife has raised the question again as to whether a more orderly and less costly system of settling labor-management disputes cannot be worked out. While looking for such a system, however, Americans are leery of plans which would interfere with basic rights of "free employers and workers." Many observers, while admitting the undesirability of costly industrial warfare, feel that the only wise solution is to keep trying to convince employers and workers that they lose more by open conflict than they do by compromise and peaceful negotiations.

Meanwhile, the President does have the power to obtain an injunction, or court order, to stop, at least for 80 days, a work stoppage that "endangers the national welfare." As this paper goes to press, it is not known whether he will use this power or what the final



20TH CENTURY FOX
"EVERYBODY DOES IT" stars Paul Douglas (left) and Linda Darnell (right). George Tobias is in the center.

finally gives up her plans for a musical career.

"Everybody Does It" is a bright and highly entertaining comedy.

Human Rights Issue

The International Court of Justice is considering a UN General Assembly resolution regarding Hungary, Bulgaria and Rumania. These three nations, at the end of World War II, included in their peace treaties signed promises that they would uphold the rights and liberties of their people.

According to the western powers, the three eastern European countries named above are violating the "human rights" treaties. Hungary and Bulgaria are charged with having arrested religious leaders and imprisoned them after "unfair trials." Rumania and Hungary are said to have imprisoned large numbers of political leaders merely because they oppose the present Communist governments.

The UN Assembly wants to conduct an inquiry into these charges, and has asked the World Court whether it has the power to do so under the UN Charter. Russia and the three accused countries, plus other Soviet-controlled members of the UN, are fighting against such an investigation. They maintain that an inquiry of this kind



NOT VERY HAPPY. An Arab girl being vaccinated in Israel. Evacuated during the Arab-Israel war, the youngsters now are being returned to their homes in Israel.

would be a "dangerous challenge" to the national sovereignty of the countries involved.

Woman Party Leader

Mrs. India Edwards, of Harwood, Maryland, is head of the women's division of the Democratic Party. One of her jobs is to recommend the appointment to high government posts of women Democrats who have displayed unusual ability and given assistance to the Democratic Party during political campaigns.

In recent months, Mrs. Edwards has been responsible, at least in part, for the appointment of Mrs. Eugenie Anderson as Ambassador to Denmark; of Mrs. Georgia Neese Clark as Treasurer of the United States; and of Mrs. Perle Mesta as Minister to Luxembourg.

According to journalist Mary McGrory, of the *Washington Star*, Mrs. Edwards became actively interested in politics after the death of a son during the recent war. For a while she

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ELEVATOR PILOT. The operator of this Boston department store elevator sits in a special, raised compartment above the passengers. The better view makes it easier to direct traffic. The extra wide, 7-foot doors help speed passengers in and out.

WIDE WORLD

did volunteer work in the publicity department of the Democratic Party, but soon she attracted the attention of leaders of the organization. She was made director of the women's division of the Democratic National Committee early in 1948.

Mrs. Edwards is a staunch supporter of President Truman and last fall vigorously backed his candidacy for a full term in the White House. She stood by Mr. Truman when many Democrats were looking for some other nominee to make the race for the presidency.

Mrs. Edwards admits that she wants to fill as many government posts as possible with able women Democrats. She feels that, because of their interest in the home and family, women in public life often present a point of view that is otherwise lacking.

Change House Term?

Henry Hazlitt, an associate editor of *Newsweek*, suggests that the terms of all members of the House of Representatives be changed from the present two-year period to four years. He believes that a Congressman would be more useful to the nation if he remained in his job at least four years and that the quality of work of the entire House would be improved.

Hazlitt also proposes that the system of electing members to the House of Representatives be made somewhat similar to that of the Senate. While all representatives would have terms of four years each, one fourth of the total number would be up for re-election every year. The congressional districts would be divided so that, at every election, a proportionate number of rural and urban areas would have an opportunity to vote for new representatives.

According to Hazlitt, his proposal would have another advantage in addition to improving the House's legislative performance. As a result of the elections that would take place every year, Congress and the President would learn annually where the American public stands on political issues. They must now wait two years between elections to see whether opinion has shifted.

—By DAVID BEILES.

The Lighter Side

Nit: "Well, I've landed a job in a drug store."

Wit: "I didn't know you could cook."

* * *

"What must one do to have lovely hands?"

"Nothing."

* * *

"She was so dumb she thought noodle soup was a kind of shampoo."

* * *

"Where was the Declaration of Independence signed?"

"At the bottom, I guess."

* * *

"How did you find the weather while you were away?"

"We went outside, and there it was!"

* * *

Teacher: "This is the fifth time I've punished you this week. What do you have to say?"

Student: "I'm sure glad it's Friday."

* * *

He: "There are several things I can always count on."

She: "What?"

He: "My fingers."

* * *

"I hear you had a tiff with Jones, your neighbor."

"Yes, my son is taking piano lessons, and the other day Jones sent over an ax with a note saying, 'Try this on your piano.'"



—By DAVID BEILES.

Study Guide

America's Schools

1. What observance is being held throughout the country between November 6 and 12?
2. Why is this special week set aside every year?
3. How does the amount of school construction now going on compare with what is needed?
4. Give one example of how public interest in the schools is increasing.
5. What is the theme of American Education Week?
6. Name several topics to be discussed.
7. Give an illustration to show that the schools still have a big job ahead of them in developing responsible citizens.

Discussion

1. In your own community, do you feel that most citizens are sufficiently aware of the needs of the schools? If so, what do you think has been the most important factor in "alerting" them? If not, how do you feel they could be aroused?
2. Pick out three of the daily topics for American Education Week and show how each contributes to "making democracy work." Which one of your choices do you think is most important?

Italy's Colonies

1. After Italy was defeated in World War II, what happened to her colonies?
2. What international group is trying to settle the future of Italy's former possessions in Africa?
3. In consideration of the fact that the former African colonies are all extremely poor, why is there such widespread disagreement over their future?
4. How do Russia and the western nations disagree over the future of Eritrea and Somaliland?
5. How do Russia and the western nations differ over Libya?
6. What forward-looking step has Britain taken in Cyrenaica?

Discussion

1. What do you think should be done with Eritrea, Italian Somaliland, and Libya? Explain your plan.
2. Which one of the three territories do you think has the greatest strategic value? Why?

Miscellaneous

1. What is the meaning of Santa Lucia Day in Sweden?
2. Discuss briefly the cost of the coal and steel strikes.
3. What change has been suggested as to the terms to be served by members of the House of Representatives?
4. Who was Horace Mann, and why is he remembered?
5. What position does Mrs. India Edwards hold in the Democratic Party?
6. Briefly describe the work of two outstanding radio commentators.
7. What question is being considered by the International Court of Justice?

References

"Education Our First Line of Defense," by Harry S. Truman, *Vital Speeches*, March 15, 1949. An address by the President at Rollins College, in Florida.

"Classroom Crowding Gets Worse," *U. S. News and World Report*, September 9, 1949. Discussion of conditions in our nation's schools.

Pronunciations

- Eritrea—ĕ-ri-tré'uh
Somaliland—só-mah'lí-lánd
Dodecanese—dó-dék'u-néz'
Fezzan—féz-zán'
Cyrenaica—si-ruh-ná'i-kuh
Massaua—mahs-sah'wah'

Your Vocabulary

The italicized words in the sentences below appeared recently in the United Nations World. Match each with the following word or phrase whose meaning is most nearly the same. Correct answers are given on page 8, column 4.

1. They will *collaborate* (kō-lābō-rāt) on that job. (a) fail (b) work together (c) succeed (d) spend too much time.

2. He must be regarded as an *adversary* (ād'ver-sērī). (a) a friend (b) a person of little ability (c) a foe (d) a genius.

3. Actions which *precipitate* (prē-sip'ē-tāt) a war (a) prevent it (b) end it (c) are done in expectation of it (d) cause it to occur suddenly.

4. We are trying to *frustrate* (früs'-trāt) their efforts. (a) publicize (b) help further (c) block (d) learn about.

5. They are seeking to *foment* (fō-mēnt') a revolt. (a) stir up or arouse (b) learn the cause of (c) prevent (d) deny sponsoring.

6. He will be *compensated* (kōm'pēn-sāt'ēd). (a) instructed (b) injured (c) delighted (d) paid.

7. Those countries are *subservient* (sub-sūr've-ēnt) to Russia. (a) obedient (b) hostile (c) friendly (d) selling supplies.

8. The *culmination* (kūl'mī-nāshūn) of these efforts was the making of a formal treaty. (a) beginning (b) climax (c) least necessary part (d) secret purpose.

9. That notion must be *dispelled* (dis-pēld'). (a) spread (b) preserved (c) examined (d) driven away.

10. The idea of unity was *exemplified* (ēg-zēm'pli-fid) by the assembly. (a) discussed (b) rejected (c) illustrated (d) accepted.

11. They acted *overtly* (ō-vurt-li). (a) strangely (b) openly (c) criminally (d) destructively.

12. A *recurrent* (rē-kur'ēnt) ailment (a) is always fatal (b) attacks young people (c) reappears from time to time (d) is easy to cure.

Reply to Carol

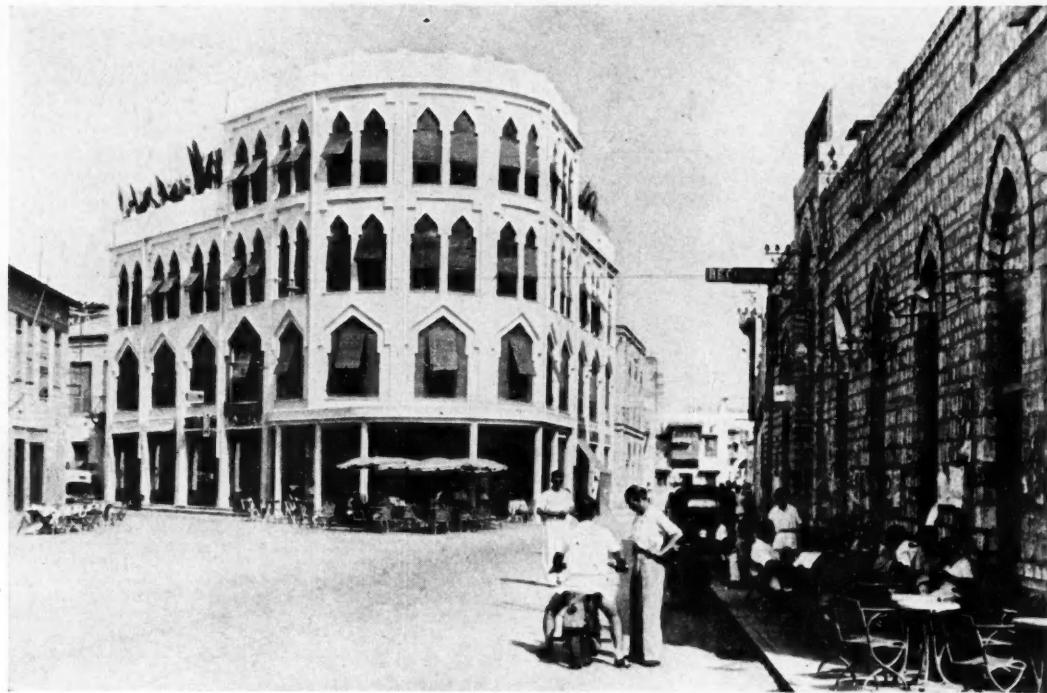
(Concluded from page 1)

stant UN inspection of its mines, factories, and scientific laboratories.

Thus far Russia has been unwilling to accept this proposal. So long as she continues to refuse, surely it would be deadly folly for us to assume that we can trust her and scrap our war machine, or even slow down the pace of our defense preparation!

It may be legitimately argued that our government was unwise in giving a billion dollars to arm western Europe with what Carol describes as "outdated guns and equipment." We presented the pros and cons on this subject in a recent issue of *The American Observer*. It is my conviction, however, that there can be no logical argument against our maintaining a powerful military machine so long as Russia refuses to cooperate in a plan to control atomic and other war weapons on a world-wide scale.

As to why students should continue to study hard when the future is so uncertain, my only answer is this: They must have faith that peace can be maintained—not automatically, but by the determined efforts of peace-loving people throughout the world. The more time, thought, and effort that all of us give in helping to solve the great international problems of today, the more hopeful we can be of a future free from war and strife.



STREET SCENE IN Massaua, a seaport of Eritrea. A former Italian colony, Eritrea is now under British control.

Italy's Colonies

Many Suggestions, But No Agreement

(Concluded from page 1)

the natives who tend cattle, goats, sheep, and camels are tent-dwelling nomads, wandering from place to place in search of grass and water for their animals. Those who raise crops generally live in small villages near the rivers and water holes.

Libya, more than two and a half times the size of Texas, is the largest of the former Italian colonies. It lies along the Mediterranean, directly south of the Italian homeland. Italy's rule in this region began in 1912, when she took Tripoli from the Turks. After that, she built the colony to its present size.

The only productive part of Libya is a narrow strip of land along the Mediterranean coast. Olives, figs, dates, and grapes are grown in abundance here, but the vast bulk of Libya is barren desert. The population, which totals over a million, is largely Arab; but there are also sizable groups of Italians and Jews.

Eritrea, Italian Somaliland, and most of Libya are now under British control. A portion of southwestern Libya, known as the Fezzan, is governed by France.

All these former Italian colonies have strategic locations, along the Mediterranean-Suez-Red Sea route between the Atlantic and Indian Oceans. For this and other reasons, there is a great deal of disagreement over what is now to be done with them.

In recent United Nations discussions, Russia has insisted that Eritrea and Somaliland should be put under direct control of the UN Trusteeship Council. Since the Soviet Union has a seat in the 12-member Council, she would have a voice in the governing of these territories if her plan were adopted. Russia feels that such an extension of her influence, even though slight, is well worth seeking. She has no foothold at all in Africa at the present time.

The western nations oppose Russia's plan for direct UN control of Somal-

land and Eritrea. Somaliland, they contend, should be governed by Italy under United Nations supervision, and Eritrea should be either united with near-by Ethiopia or divided between Ethiopia and the Anglo-Egyptian Sudan.

Italy, it is pointed out, did a great deal to develop Somaliland while she had that territory. Irrigation projects were set up, and the growth of such industries as leather making, salt production, and fish canning was encouraged.

Italy, under the western nations' plan, would not receive Somaliland as an outright possession. The region would be known as a "trust territory" of the United Nations, and Italy would govern it for the world organization. Her work would be under the observation of the UN Trusteeship Council.

John Foster Dulles, now a U. S. Senator from New York, made the following statement—in support of Italian rule for Somaliland—while he was a delegate to the UN Assembly:

"The inhabitants are not . . . ready for self-government or independence. For a long time to come, outside assistance and guidance will be required in order to develop the meager resources and to bring about a development of the sparse population so that they can stand by themselves. . . . We feel that Italy should be invited to undertake the responsibility of administering Italian Somaliland."

Ethiopia strongly desires to obtain Italian Somaliland and all of Eritrea. At present there is little chance of her getting both colonies. She still hopes, though, to receive at least a portion of Eritrea. She would thus gain access to the Red Sea, from which Eritrea now separates her.

A settlement of the differences over Eritrea and Somaliland will be difficult to reach. Many countries disagree with both Russia and the western powers as to what should be done.

Some Latin-American countries hav-

ing strong ties of friendship with Italy, would like to see her get control of Eritrea as well as Somaliland. Several Arab countries of the Middle East, on the other hand, do not want Italy to dominate either region. They contend that the natives do not desire to go back under Italian rule.

There is a better chance of a UN decision on the future of Libya than on that of Eritrea and Somaliland. Widespread agreement exists that Libya should eventually become independent. On some important details, however, the views of Russia and of the western nations clash.

Britain, France, and the United States want plans for Libyan independence to be worked out over a period of several years. Britain has already taken a step along this line by helping the natives of Cyrenaica—in eastern Libya—to set up a government with control over local affairs.

Russia urges that Libya be given full independence immediately, and that all foreign troops be withdrawn from Libyan soil within a few months after freedom is granted. The western nations strongly oppose Russia's suggestion on withdrawal of troops, because they would like to keep military posts in the former Italian colony. Britain now maintains big air bases in eastern Libya, and the U. S. Military Air Transport Service has a landing field near Tripoli.

Whether the United Nations General Assembly can reach an agreement this year on the colonies will soon be known.

An amazing assortment of items, other than letters, find their way into mailboxes. Among the articles that are mailed by accident are jewelry, false teeth, money, keys, and spectacles. Animals sometimes peep out as postmen come to gather up the mail. Persons who put things in post boxes that might damage the mail can be arrested.

Science News

The British hope to capture a big share of commercial air travel within the next few years with planes like the de Haviland Comet—a four-engine jet airliner. The craft—designed to carry 36 passengers—is being given extensive tests. Recently, the Comet made a 2,980-mile round trip from London to Tripoli, North Africa, in 6 hours, 38 minutes flying time—an average of 450 miles an hour. The plane flew at 35,000 feet.

* * *

In a few weeks, "snow surveyors" of the U. S. Soil Conservation Service will again go to work measuring the depth of the snow in western mountains. Last year, 941 of the surveyors traveled 30,000 miles on skis, snowshoes, and in big motorized sleds called Sno-Cats. They took more than 40,000 snow measurements.

The amount of snowfall in the mountains is important to the farmers living in arid sections of the west. If the snowfall is light, drought can be expected the next spring. If the snow is heavy, farmers must be ready for floods. Snow surveys are also important in predicting water supplies for western cities.

* * *

Prospecting for minerals is proving faster and cheaper when done from the air than when done on the ground. Large unexplored areas of the world which are rich in minerals are often difficult to reach. During the war, various instruments to locate mineral deposits from the air were developed. A plane equipped with these devices can survey 450 miles of terrain in three hours. Prospectors on foot would take a day to survey one mile.

* * *

Heavy tractors are helping India in a fight against a weed called kans grass. The plant has a strangle-hold on three million acres of good farm land in the Asiatic country. Kans grass is difficult to kill because its roots are so deep. The only way to destroy it is to dig it up and let the roots stand in the sun until they wither and die. To get this work done, India has purchased 345 tractors from the United States. As soon as even a small area is cleared, wheat will be planted. Agricultural experts say that an additional five million tons of grain can be grown in India as soon as the battle against the weed is won.

—By HAZEL L. ELDRIDGE.



WHISPER CATCHER. The girl demonstrates a pocket-size amplifier, designed to catch all the actors' words in the farthest balcony seat, just as the opera glass brings a close-up look at the stage.



SANTA LUCIA DAY in Sweden means a crown with candles for this girl in a pre-Christmas ceremony

Winter in Sweden

For Students It Brings Happy Days of Skating and Skiing, Starting with Santa Lucia Day Next Month

SWEDISH high school students, as well as their younger brothers and sisters, will be up before dawn on December 13. For on that day it is the young people's job to waken parents with song, and to serve them breakfast in bed!

This unusual custom starts off the Swedish Christmas season. It dates back thousands of years to the mythical goddess of light. The absence of this goddess was believed to cause the dark, sunless days of winter. Gifts were offered to her at the beginning of each winter, when she supposedly left the cold, northern land—so that she would return and bring back the sun in spring.

Santa Lucia Day, developing from this old story, is mostly a day for the family now. The youngest daughter usually acts as the goddess, wearing a white robe and a crown with candles. Santa Lucia's brothers and sisters serve as white-robed attendants.

The young people gather in costume outside their parents' door at about 6 a.m., singing a song of the light goddess, to the Santa Lucia tune that most of us know. They enter the bedroom, with one carrying a tray of cookies and another a tray with coffee. These are served to the parents. Then, still singing, the procession withdraws. If there are no children in the Swedish home, neighbor girls often act as guest Santa Lucias.

While the eight-year-olds act as Santa Lucia in most homes, the high school and college girls have their chance in the cities. In Stockholm there is a beauty contest in early December. The winner gets a number of prizes, is named Santa Lucia for the whole city, and is honored at a banquet on Santa Lucia night.

Santa Lucia Day does more than open the Christmas season. It also starts the young people of Sweden on their program of winter sports, with ice skating first and, if the snow comes early, skiing. Skiing is by far the most popular winter sport in this northern European country of nearly 7 million people. Everyone skis, from three-year-olds to elderly folk in their 70's.

The tiny tots are turned loose in the yard, or in parks, to tumble about

with miniature skis. Farmers slide along on skis, from barn to barn, to do chores. Mothers, especially in northern villages, ski to the store and carry home purchases in knapsacks, strapped to their backs. A mother often carries a small child on her back, too.

Students put on skis at the doorstep and shoot down the street to school. Or they can take a streetcar and put skis aboard for use after school. The streetcars carry special racks for skis, and the motormen always wait while they are loaded.

Ski competitions are the greatest attraction for the high school student. There is jumping for the skillful—the mad dash down a snow-packed ramp, then the few seconds of shooting through the air before dropping to the snowy ground. The majority of students, both boys and girls, go in for overland skiing. Thousands qualify for the government's physical fitness medal each year, by skiing 6 miles through timber, across broken land and frozen lakes at the rate of one mile in 12½ minutes.

Studies in Sweden are much the same as in our schools, except that languages are emphasized more. English is taught in the high schools, and students of 15 usually can speak it well. German or French is studied after English has been learned.

The Swedish young people, enjoying their sports and getting a good education at the same time, are living in a democracy. There is a king, 91-year-old Gustav V, but he has no real power. Sweden has a congress and a government much like ours. A prime minister, instead of a president, is the chief executive.

In appearance, the farms of Sweden, with their red barns, cattle and pigs, resemble those in our midwestern states. Apartment houses, taxis, hotels, hot dog stands and big department stores are enough like ours to make an American feel right at home as he walks down a city street.

—By THOMAS F. HAWKINS.

Monthly Test

NOTE TO TEACHERS: This test covers the issues of THE AMERICAN OBSERVER dated October 3, 10, 17, 24, and 31. The answer key appears in the November 7th issue of *The Civic Leader*. Scoring: If grades are to be calculated on a percentage basis, we suggest that a deduction of 3 points be made for each wrong or omitted answer.

DIRECTIONS TO STUDENTS: In each of the following items, select the correct answer and write its letter on your answer sheet.

1. The Prime Minister of India says that the most pressing need of his country is to (a) raise the standard of living of its people; (b) secure control over areas now held by Pakistan and Kashmir; (c) take a militant stand against the Communist armies of China; (d) secure financial aid from the United States for developing military forces.

2. In the kind of pension plan sought by the United Steelworkers' Union, the costs would be met by (a) contributions of employers only; (b) equal contributions of workers and employers; (c) contributions of workers only; (d) equal contributions of workers, employers, and the federal government.

3. The main fact brought out by the Armed Forces controversy is that (a) unification of our armed forces has failed completely; (b) our defense forces are weaker now than at any time since World War I; (c) there is a vast amount of corruption in the armed services; (d) there are sharp differences among military leaders as to what basic plans should be followed by the United States in the event of war.

4. As a result of the devaluation of the pound, the British hope to (a) purchase more American-made goods at lower prices; (b) keep all foreign-made goods off the British market; (c) sell more British-made goods here and obtain more dollars; (d) cut in half the prices of most goods bought by British consumers.

5. One of the chief points of disagreement between Russia and the United States over plans to control atomic energy involves (a) UN inspection of all nations' atomic activities; (b) destruction of existing atomic bombs; (c) uses of atomic energy in industry; (d) sharing the secrets of making bombs.

6. The Reciprocal Trade Agreements Act encourages (a) the granting of long-term loans to foreign countries by the United States; (b) the establishment of trade quotas among nations; (c) a greater volume of trade among nations; (d) the United States to sell more goods abroad and import fewer products.

7. The chief value of the United Nations General Assembly lies in its ability to (a) take direct action in disputes which threaten world peace; (b) focus world attention on dangerous situations; (c) control the affairs of all territories taken from defeated nations in World Wars I and II; (d) administer the European Recovery Program.

8. The two new justices of the Supreme Court are (a) Clark and Minton; (b) Burton and Jackson; (c) Douglas and Reed; (d) Frankfurter and Black.

9. In the four years of its existence, the United Nations has been most successful in (a) settling the problems brought about by World War II; (b) dealing with disputes between Russia and the United States; (c) fighting hunger, disease, and ignorance; (d) setting up a single world government.

10. The main job facing Greece in the immediate future is to (a) secure additional American aid with which to fight the Communist rebel forces; (b) decrease her trade with Communist-controlled nations; (c) decrease agricultural production and increase industrial output; (d) raise the living standard of the Greek people.

11. The main reason for Europe's dollar shortage is that (a) all European industries are inefficient as compared to American industries; (b) European countries are unwilling to trade with one another; (c) American tariffs have been raised 50 per cent within the last year; (d) the United States does not import nearly so much from other countries as it has been selling to them.

12. The military leaders of our country are in sharp disagreement over (a) the value of the B-36 bomber; (b) the

(Concluded on next page)

Monthly Test

(Concluded from page 7)

importance of submarine warfare; (c) basic training plans for new military personnel; (d) Alaska's strategic value.

13. The Supreme Court decides whether or not a law is constitutional (a) just after the law is passed; (b) when a case involving the law is brought before the Court; (c) within one year after the law is passed; (d) while Congress is debating the law.

14. The 11 defendants in the recent trial of Communist Party leaders were declared guilty on the ground that (a) they are members of the Communist Party of the United States; (b) they advocated and taught the use of force and violence to overthrow the American government; (c) their thinking is influenced by leaders of the Communist Party of Russia; (d) they advocated change in the American system of government.

After the corresponding number on your answer sheet for each of the following items, write the word, name, or phrase that best completes the question.

15. A tax placed on goods entering a country from abroad is called a _____

16. Name the former British island colony, lying just south of India, which became an independent, self-governing country in 1948.

17. What large group of people in America is hardest hit when foreign countries are unable to buy our products?

18. What new source of oil in the United States greatly increases our petroleum reserves for the future?

19. Who is the Chief Justice of the U. S. Supreme Court?

20. What power, held by each of the Big Five members of the United Nations, has prevented the Security Council from performing its job well?

21. What branch of the United Nations has authority to settle the problem of what to do with Italy's former colonies?

Identify the following persons. Choose the correct description for each individual from the list below. Write the letter which precedes that description opposite the number of the person to whom it applies.

- 22. Jawaharlal Nehru
- 23. Liaquat Ali Khan
- 24. Trygve Lie
- 25. Louis Johnson
- 26. Harold R. Medina
- 27. John Foster Dulles

- A. President of the U. N. General Assembly.
- B. Acting U. S. Senator from New York.
- C. Secretary of Defense.
- D. Secretary General of the United Nations.
- E. Judge at trial of Communist leaders.
- F. Prime Minister of Pakistan.
- G. Prime Minister of India.

After the corresponding number on your answer sheet for each of the following items, write the letter of the word or phrase that most closely defines the word in italics.

28. One interim appointment is to be made. (a) government; (b) judicial; (c) temporary; (d) official.

29. He named 12 incumbents. (a) candidates; (b) party leaders; (c) officeholders; (d) grafters.

30. A coalition of farm and labor forces was taken under consideration. (a) conference; (b) cutting down; (c) criticism; (d) union.

31. A bad situation developed during the ensuing years. (a) following; (b) preceding; (c) depression; (d) prewar.

32. If the population of a country is homogeneous, its people are (a) similar to one another; (b) poverty-stricken; (c) mostly dairy farmers; (d) fond of war.

33. He refused to *sanction* the program. (a) consider; (b) endorse; (c) autograph; (d) read.

A Career for Tomorrow --- As a Teacher

FROM the classroom of today to the classroom of tomorrow? Would you like that to be the story of your career? Many young people have just such a plan. They want to make teaching their life's work, and they are to be congratulated.

One authority has said, "Teaching is not only the largest single professional field, but it is also the parent of all other occupations." All our lawyers, engineers, mechanics, cooks, bakers, doctors, writers, and our housewives received their general education and much of their technical training from teachers.

Because of its far-reaching effects, the teaching profession is a challenging one. Young teachers realize that they will not, except in rare instances, make a great deal of money. They know, though, that they can get real pleasure from seeing thousands of students develop and grow under their guidance. This, rather than money, is their major compensation.

Since they deal primarily with people, teachers must be sympathetic, understanding, and tolerant. And, of course, they must be intelligent, for their chief task is to impart knowledge to their students. The amount of education a teacher must have depends upon the kind of school in which he or she is to work.

Kindergarten and elementary school teachers should usually attend college for two years though in some states a longer period is required. These teachers are chiefly concerned with giving youngsters a good start in fundamental subjects and in helping them adjust to school life. Consequently,

in college they concentrate on learning to teach very young children.

High school teachers usually specialize in and teach subjects that are most interesting to them. They must have at least four years of college, with an A.B. or B.S. degree. Some school systems, particularly those in the larger cities, require that their teachers have an additional year of



MEISEL FROM MORRIS MEYER
THIS TEACHER obviously likes her job and her students

study leading to an M.A. or M.S. degree. While prospective high school teachers do much of their college work in academic fields, they must have approximately a half year's study in teaching methods.

Most states require that teachers in both high and elementary schools have certificates. These are granted on the basis of an applicant's education. In some areas, however, a per-

son must pass an examination to qualify for a certificate.

College and university teachers, like those in high schools, give instruction in their fields of specialization. No certificates are required for these teachers, but if they are to advance they must usually have their Ph.D. degrees. Three or four years of study in addition to the regular four-year college course are required for the Ph.D.

Salaries for teachers vary. Teachers in rural areas and smaller towns earn from \$1,500 to about \$2,500 a year. In medium-sized cities, elementary and high school teachers earn from \$2,000 to \$3,600 a year. In the larger cities, the incomes vary from \$3,000 to \$5,000 a year. Salaries for college teachers range from \$2,400 to \$7,500 a year, but only full professors in the large universities and colleges earn as much as \$7,500.

There are numerous avenues for advancement open to teachers. Those in the public school systems may reach supervisory positions or become principals or superintendents. Those in college may become department heads or go into administrative jobs. While administrative positions carry higher salaries than do regular classroom jobs, many people who really like to teach would rather stay in the classroom than take on administrative and executive duties.

Additional information on teaching may be secured from the Future Teachers of America, National Education Association, 1201 16th St., N. W., Washington 6, D. C.

—By CARRINGTON SHIELDS.

Historical Backgrounds -- A Great Educator

HORACE MANN devoted his life to improving the quality of American education by promoting the idea of universal education, tax-supported and free to all. He may truly be called the Father of the American Public School.

At the time of Horace Mann's birth, in 1796, educational opportunities were limited to the children of the rich. There were few facilities for the average child. What schools there were lacked proper buildings and competent teachers.

Horace Mann's own opportunities for formal education were extremely limited, and his father's death compelled him to spend most of his time doing heavy work on the farm. Never-

theless, he had inherited a genuine desire for knowledge and read every book he could find.

When he was 13 years old, a traveling teacher became interested in him and taught him English grammar, Latin, and Greek. With this preparation, Horace Mann was able to enter the sophomore class of Brown University, from which he graduated in 1819 with "first honors." After two years of teaching, he turned to the study of law, and after receiving his law degree, he entered politics in Massachusetts.

As a member of the Massachusetts legislature, Mann interested himself in all types of reform measures. His real contribution to American progress dates from the year 1837, when he became secretary of the state board of education.

Horace Mann traveled all over the state and to different parts of the country giving lectures and telling people that lack of schools means poor citizens and even breeds crime. Soon he attracted interest in his work.

As a result of Horace Mann's ceaseless efforts, the first teachers' training school was established in Lexington, Massachusetts, in 1839. In 1843, another important step forward was taken when the legislature passed resolutions advocated by him and providing for state support of teachers' training schools and school district libraries.

Horace Mann had the vision to see that the success of the democratic ex-

periment in the United States was closely linked to the quality of the educational system. Joy Elmer Morgan, editor of the *National Education Journal*, ably describes the great contribution of Horace Mann.

"To him it was clear that if a nation is to have great men, it must have

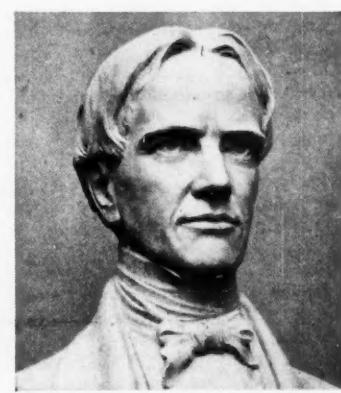


IN BOSTON, the first American high school was opened over 300 years ago

a great and noble people to inspire and support them. Every boy and girl must be awakened to the worth of himself, must be led to assume responsibility for his own destiny, must be trained in purpose, taste, and skill until he can stand alone, asking no special favors or privileges."

Answers to Your Vocabulary

1. (b) work together; 2. (c) a foe;
3. (d) cause it to occur suddenly; 4. (c) block;
5. (a) stir up or arouse; 6. (d) paid;
7. (a) obedient; 8. (b) climax;
9. (d) driven away; 10. (c) illustrated;
11. (b) openly; 12. (c) reappears from time to time.



FROM BUST BY ADOLPH WEINMAN, NEW YORK UNIVERSITY HALL OF FAME
Horace Mann